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ABSTRACT

This document was designed to serve as a guide for coordinators and administrators of cooperative vocational education programs in the Hawaii community colleges. An introductory chapter outlines the purpose, definition, methods of instruction, and criteria for cooperative vocational education as well as advantages of such programs to students, the college, employers, and the community. Subsequent chapters discuss the following: the role and tasks of the program coordinator; selection of training stations, including focus on federal regulations, identification of suitable stations, selection criteria, and the purpose of training stations; principles and values of training agreements and plans; placement of students, including benefits, alternative methods of placement, and suggestions if students' jobs are terminated; purpose and frequency of coordinator visits; related instructional considerations such as the role of the coordinator as instructor, competency areas, instructional units, and student evaluation; the functions of advisory committees; use of public relations including the communication media, potential audiences, and promotion activities; legal responsibilities of vocational education as related to federal and state regulations; and methods of evaluation. A glossary, administrative forms and a bibliography are appended. (MB)

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UNIVERSITY OF HAWAII
COMMUNITY COLLEGES

COOPERATIVE VOCATIONAL EDUCATION GUIDE FOR COORDINATORS AND ADMINISTRATORS

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FOREWORD

One way a community college serves the community is through its cooperative vocational education programs by providing offerings which are directly relevant to community requirements and by supplying personnel needed by employers in the area served by the college. Not only does the college serve the community through such programs, but employers of the community also serve the college.

A cooperative approach broadens the scope of learning experiences for students by involving qualified persons who participate not only in the employment and supervision, but also, in the finest sense, the teaching of students.

This document was designed to serve as a guide for coordinators and administrators of cooperative vocational education programs in the University of Hawaii Community Colleges.

Some of the material in this guide are new and original, while other parts of it were adapted from materials produced in other states for cooperative vocational education.

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INTRODUCTION TO COOPERATIVE VOCATIONAL EDUCATION

COOPERATIVE VOCATIONAL EDUCATION

PURPOSE

The purpose of cooperative vocational education is to enrich the quality and scope of post-secondary education through educationally-related work experiences which afford students an opportunity to earn funds needed for their education, while enabling them to become better prepared to achieve their educational or career objectives (*Federal Register*, Volume 43, No. 85, Part 182.2).

DEFINITION

Cooperative vocational education is a program of study at an institution of higher education under which the students undertake academic study for specified periods of time alternating with work experience in government, industry, business, or social welfare or educational agencies. In cooperative education, work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time (*Federal Register*, Volume 43, No. 85, Part 182.3).

A METHOD OF INSTRUCTION

Cooperative vocational education has been the object of much confusion. One reason for this confusion has been the mistaken assumption that the term refers to a particular educational program. Actually, cooperative vocational education does not refer to an education program at all, but to a method of instruction.

As a method of instruction, cooperative vocational education is the capstone (or exit experience) of a curriculum integrating skill and knowledge competencies into final performance, while at the same time providing each student the opportunity to learn single skills and knowledges not previously learned.

CRITERIA

- The practices and procedures used must provide the student with directed learning experiences in an actual employment situation which are correlated with classroom instruction in college.
- The primary objective of cooperative vocational education is instruction. If the primary goal becomes one of providing work study students with financial assistance or inducements to remain in college, it can no longer qualify as a cooperative method of instruction (Federal and State funded work study programs have sound purposes, however, they are not considered cooperative vocational education).
- The instruction offered must focus upon the student's current level of career development. Since the method of instruction is built around each student's needs and interests, the concept of individualized instruction must be established as a qualifying criterion.
- The experiences gained on-the-job must occur in a "training station" where the employer accepts the responsibility for providing instruction as a "training sponsor." The student must be considered a "student-learner."
- The instruction in college designed for the student's career development must be correlated closely with the kinds of experiences and sequences of experiences gained by the student at the training station.

ADVANTAGES AND RESTRICTIONS OF COOPERATIVE VOCATIONAL EDUCATION

Cooperative vocational education is of value to students, the college, the employer, and the community. It serves the occupational needs of the community and introduces students to the realities of various employment situations. Some of the key advantages of cooperative vocational education include:

I. ADVANTAGES TO STUDENTS

- Furnishes an opportunity to develop and refine occupational competencies necessay to secure employment and advance in a chosen occupation.
- Enable classroom learning experiences to become more relevant.
- Employment experiences serve as motivating factors by giving meaning and purpose to the theoretical and practical assignments presented as part of the related classroom instruction.
- Provides an opportunity to broaden understanding and appreciation of the world of work.
- Helps assess aptitudes and interests in determining future educational and occupational goals.
- Offers an opportunity to acquire specialized occupational competencies for areas in which training may not be currently available.
- Develop work habits and attitudes necessary for individual maturity and job competencies.
- Provide financial rewards while learning employment skills and understanding.

II. ADVANTAGES TO THE COLLEGE

- Allows utilization of community resources to expand the curriculum and provide more individualized instruction.
- Enriches the curriculum by providing occupational experiences needed for the attainment of specific occupational goals.
- Provides a means of evaluating the relevancy and effectiveness of the vocational curriculum.
- Increases retention rate of the college by helping students clarify career goals and providing a practical means of reaching them.
- Provides an opportunity for college personnel to keep abreast of technological changes.
- Increases the availability of learning facilities without major expenditures for shop and laboratory equipment.

III. ADVANTAGES TO THE EMPLOYER

- Reduce training and orientation costs by facilitating student transition from college life to the world of work.
- Provides a preassessment of potential full-time employees.
- Provides an opportunity to render an important public service.

IV. ADVANTAGES TO THE COMMUNITY

- Provide an effective means of preparing students to become productive citizens.
- Provide a means for developing good community-college relations by utilizing human and physical resources in the community.
- Display local employment opportunities to students.

V. RESTRICTIONS

Many more students could benefit from cooperative vocational education, but are unable to do so because of a variety of restrictions. Some of these restrictions are college-oriented, others are imposed by the State and Federal governments. There may be labor union regulations as well as restrictions imposed by the social system.

Most potential limitations can be overcome by involving the college, parents, students, employers, leaders of labor unions, and apprenticeship programs and other appropriate individuals in the planning stages and serving as advisory committee members. Some of these restrictions include:

- By union members and apprenticeship requirements, the types and number of available jobs may be reduced.
- There is a shortage of qualified coordinators.
- Cooperative vocational education students may be layed off from their training stations because of minor economic recessions.
- Employers tend to expect productivity from cooperative vocational education students while the student and the college expect the training station activities to have educational significance.
- Findings indicate learning experiences at the training station can be too narrowly conceived unless care is exercised to insure students are moved through a planned sequence of skill development. Cooperative vocational students should have meaningful assignments leading toward career-cluster mobility. Mobilization should be an upward progression and horizontally conceived for maximum benefit to the student.

VI. STUDENTS ENROLLED IN NONPROFIT PRIVATE SCHOOLS

Students enrolled in nonprofit private schools may participate in cooperative vocational education offered by public institutions as indicated below:

> A State may grant funds to eligible recipients (in accordance with the requirement set forth in Section 104.533) only if provision has been made for the participation of students enrolled in nonprofit private schools in the area to be served whose educational needs are of the type which the program or projects involved is to meet, to the extent consistent with the number of students. (*Federal Register*, Vol. 42, No. 191)

Informational letters regarding the above regulation have been sent to: Bringham Young University—Hawaii Campus, Chaminade University of Honolulu, Hawaii Loa College, and Hawaii Pacific College. (A sample letter is found in Appendix A.)

ROLE OF COORDINATOR

ROLE OF COORDINATOR

Coordination is the major responsibility of the cooperative vocational education coordinator. Coordination is defined as the process of building and maintaining harmonious relationships among all groups in cooperative vocational education so that the student will receive the very best preparation for a chosen occupation.

The cooperative vocational education coordinator has long been recognized as the key to the success of any vocational program utilizing the cooperative method of instruction. Effective coordinators are able to establish priorities, prepare measurable objectives, determine strategies for achieving objectives which maximize time resources, and evaluate activities objectively to see if the determined goals have been successfully achieved.

TASKS

Tasks include, among others, the following:

I. GUIDANCE

- Describe program to students.
- Work with guidance personnel.
- Provide occupational information.
- Counsel students about entering program.
- Meet periodically with individual trainees to discuss performance, progress, problems, and career plans.
- Assist in scheduling students for the program and providing special assistance as needed.
- Help students reassess their career goals and commitments.

II. INSTRUCTION

- Develop format and instructional plans for related instruction.
- Review and update objectives for program.
- Identify and develop content for instruction.
- Correlate content of instructional units with training station learning experiences and student career goals.
- Expand related instruction based on technological changes.
- Implement methods of evaluation of student performance.
- Develop activities to challenge capable students and students with special learning difficulties.
- Give students feedback on classroom performance.
- Arrange for specialized instruction or consultation with program instructor, as required.

III. COORDINATION

- Locate, analyze, and evaluate training stations and keep a list on file.
- Visit training stations to observe students and discuss progress with them. Also discuss work habits, attitudes, and proficiency of trainees with training supervisor.
- Identify training supervisors at prospective training stations who can provide training appropriate to student's interests, capabilities, and goals.
- Ensure that safety provisions are followed regarding the facilities and equipment at training stations.
- Assist the student in employment training orientation.
- Assist the training sponsor's employees in accepting the training status and role of the student learner.
- Encourage the training supervisor to follow a progression of experiences for the student learner.

- Conduct job performance evaluations and record in student file.
- Complete a training agreement for each student approved by the student, training sponsor, and/or employer.
- Cooperatively evaluate the student's performance at the training station.
- Other tasks as identified by the college.
- Communicate with training supervisor regarding student-employer-employee disagreements, relationships, and problems at the training station. Personal conferences are desirable.
- Place assigned students in training stations free of sex bias and appropriate to student's interests, plans, and abilities.
- Relocate students to a different training station when the student lose employment or other circumstances indicate the desirability of a station change.
- Complete a training agreement for each student approved by the employer, training supervisor, and/or employer.
- Inform training supervisors and/or employers regarding the federal and state laws relating to employment and vocational education students.

IV. MANAGEMENT

- Maintain file on each student indicating progress in college and on-the-job.
- Process and record evaluations of related instruction according to college policy.
- Process training station evaluations received from training supervisors and employers and recorded according to college policy.
- Prepare an annual report of the program.
- Maintain an inventory of equipment and instructional materials.
- Assist instructors in understanding cooperative education policies and procedures.
- Provide opportunities for potential instructors to observe and participate in cooperative education.
- Conduct follow-up studies of completers and non-completers.

TRAINING STATIONS

The most important factor to consider in choosing a training station is the availability of developmental experiences to the students. A good training station provides students with supervision and opportunities to translate related instruction into practical use.

If the specified purposes of cooperative vocational education are to be accomplished successfully, and students are to obtain the maximum benefits from the experiences, training stations *shall* conform to the following federal regulations and cooperative vocational education standards:

I. FEDERAL REGULATIONS

a. On-the-Job Training Standards (*Federal Register*, Volume 39, Number 143, Vocational Education, Section 102.98) include:

> The program provides on-the-job training that (1) is related to existing career opportunities susceptible of promotion and advancement, (2) does not displace other workers who perform and work, (3) employs and compensates students in conformity with Federal, State, and local laws and regulations and in a manner not resulting in exploitation of the student for private gains . . .

b. Student Work Experience (*Federal Register*, Volume 43, Number 43, Cooperative Education Programs, Section 182.17) include:

> . . . (a) Each student's work experience is related, where practicable, to the student's program of study; and (b) the student receives compensation from the employer at a rate comparable to trainee employees who do similar work. However, a student may choose to work without pay or at less than the prevailing rate for full-time employees if the student works for a non-profit social welfare, or educational organization. PROVIDED, that the position is not one for which other persons are or have been paid a higher salary by that organization.

II. IDENTIFICATION OF SUITABLE TRAINING STATIONS

Specific reference to the identification of suitable training stations is made in the *Federal Register*, Volume 42, Number 191 which reads:

> A State conducting cooperative vocational education programs under 104.531 shall establish necessary procedures for cooperation with employment agencies, labor groups, employers, and other community agencies in identifying suitable jobs for persons who enroll in cooperative vocational education programs.

a. The procedure to be followed in the identification of training stations includes:

- The coordinator *shall* establish contact with employment agencies, labor groups, employers, and other community agencies, either by letter or personal contact, to determine availability of suitable training stations.
- The coordinator *shall* maintain a log of such contacts for use during the academic year.
- The number and resulting job training stations secured *shall* be reported on an annual basis, with other pertinent program data, to the office of the Chancellor.

b. Suggested Methods:

There are various ways of securing training stations in and around the community. Some of the ways or methods are given below:

1) The coordinator may develop a list of prospective employers from the following sources:
   - State employment agencies
   - Local community directory
   - Telephone yellow pages
   - Chamber of Commerce
   - Business organizations
   - Industrial organizations
   - Social business organizations
   - Position announcements in daily newspapers
   - Community survey
   - College job placement officer
2) Employers may notify the coordinator or the college about being interested in having students work in their business.
3) Students may secure their own jobs upon the approval of the coordinator and the employer.
4) Advisory committee members may notify the coordinator of firms interested or of good locations for a training station.
5) Employment agencies may notify or be of help in suggesting places to contact for a training station.

III. SELECTION CRITERIA

In order to make appropriate student placements, the coordinator must have some criteria for determining what constitutes a suitable training station. Criteria to be included are: (a) occupational field, (b) management objectives and attitudes, and (c) employment conditions.

Some of the factors to be considered in examining occupations within a training station are:

- Compatibility of the occupations with the capabilities and the career interests of the student so the job will be interesting and challenging.
- Sufficient learning content to be worthy of the time and effort to be expended in learning the occupation.
- Susceptible to promotion and advancement.
- Relationships to existing and future career opportunities.

a. Management Objectives and Attitudes

- Hiring personnel to plan and conduct training.
- Type and amount of training given to regular employees.
- Quality of facilities for training.
- Willingness of employer to participate in planning a training program for students and to agree to a written training agreement.
- Equal access of all cultural groups and for both sexes to receive quality training.

b. Employment Conditions

Some employment conditions to consider are:

- Convenience of location with respect to the student being able to get there from college and back home safely within a reasonable period of time.
- Healthful and safe working conditions.
- Adequate hours of employment to allow the student sufficient time to keep up with other college assignments.

- Adequate equipment and facilities to practice the occupation for which training is planned.
- Compliance with local, State and Federal labor regulations regarding wages, hours, employment conditions, insurance, hazardous occupations and affirmative action.

IV. OTHER CONSIDERATIONS

Additional factors to be considered by coordinators

- Will the job provide training in all appropriate phases of the occupation rather than in routine activities only?
- Are the tasks to be performed on-the-job within the range of the student's ability but at the same time difficult enough to provide a challenge?
- Will the job provide a sufficient number of hours of profitable training?
- Do the job experiences contribute to students' career objectives? (The overall objective of cooperative education is to prepare students for full-time gainful employment in chosen occupations. Therefore, the occupational experiences must be directly related to students' career objectives.)
- What is the reputation of the employer within the community?
- Does the training station do a reasonable volume of business?
- Does the training station evidence reasonable employer-employee stability?
- Does the training station offer opportunities for advancement?
- Do local union regulations and practices affect cooperative vocational education students?

V. PURPOSE OF TRAINING STATIONS

The major purpose of cooperative vocational education is for students to learn; to earn is secondary, although essential in order for the learner to participate. An educational program is expected to contribute to student growth, specifically, the acquisition and development of competencies which the student did not possess prior to entering the program.

a. Training Content Criteria

The training station learning experience should be matched to the capabilities of the student. Some factors to consider in evaluating training content are:

- Goals and capabilities of students.
- Amount of training required to perform the work skills required of the occupation.
- Opportunities for increasing responsibilities and upward occupational mobility.
- Applicability of the training content for future employment.
- Ability of the firm or organization to provide adequate instruction.
- Attitude of training station sponsors toward the training content.

b. Training Sponsor Selection Criteria

The selection of the individuals who will conduct the actual learning experience at the training station and supervise the cooperative vocational education student at the training station is critical to the quality of the learning experience. Some suggested criteria for the selection of a training sponsor are:

- Technical competence in the occupation to be taught.
- Ability to organize and conduct learning experiences.
- Worthy personal traits and employment habits which the student can emulate.
- Ability and willingness to allot sufficient time and effort to training.
- Ability to communicate and relate to employers, co-workers, and other employees.
- Interest and positive attitudes toward training and toward students who will be enrolled.

- Specific skills or attitudes required in working with students having special needs (e.g., physically or emotionally handicapped, and disadvantaged).
- Adapt training station instruction to the learning style and capabilities of the student.
- Display competence in human relations and sensitivity to student needs for recognition, guidance, and direction.
- Willingness to work with the coordinator in planning training station learning experiences, relating classroom instruction, and in evaluating student progress.

TRAINING AGREEMENTS AND TRAINING PLANS

I. TRAINING AGREEMENTS

The coordinator must make a continuous effort to maintain a training emphasis in cooperative vocational education programs. This is partly achieved through the training agreement. The training agreement is a written statement of the training commitment which is expected of each of the parties involved—the employer, the college, and the students.

Specific reference to the need for a training agreement is made in Section 102.98 of the *Federal Register*, Volume 29, Number 143, Vocational Education which reads:

> . . . on-the-job training . . . is conducted in accordance with written training agreements between local educational agencies and employers . . .

However, before a training agreement is drawn up, the coordinator must insure that the prospective employer understands and is willing to accept the following responsibilities:

a. **Supervise students on-the-job.**
The immediate supervision of students' work on-the-job will need to be provided by the employer or by an employee assigned to serve as supervisor of student workers.

b. **Provide necessary training for the job.**
The employer will need to provide students with the necessary training required for the job, and the amount and nature of the training will need to be varied with each individual student and with each job situation.

c. **Provide a variety of job tasks.**
The employer will need to provide students with opportunities to learn a variety of tasks and skills which are related to the occupation.

d. **Evaluate students' work performance.**
The employer and the coordinator will need to cooperatively evaluate students' work performance on-the-job.

e. **Consult with coordinator on all matters concerning students' supervision and training.**
The employer will need to keep the coordinator informed on all matters relating to students' supervision and training including conduct on-the-job, and progress in learning the job. In addition, the employer will need to contact the coordinator immediately when major problems concerning students arise on-the-job.

f. **Comply with legal obligations.**
The employer willl need to comply with all federal, state and county laws and regulations relating to student workers.

The training agreement should be prepared as soon as the coordinator is assured that the prospective employer understands the purposes and responsibilities of on-the-job training. A training agreement may include, among other things, the following:

- Statement of program purposes
- Career goals of the student
- Duration of the training period
- Beginning wages and possible conditions for increases in wages
- Employer responsibilities
- College coordinator responsibilities
- Student responsibilities
- Signature of student, employer, and coordinator

The training agreement should be signed by the employer, student and coordinator, and a copy give to each, at the time the student is placed on-the-job. (Examples of training agreements are shown in Appendix B.)

II. TRAINING PLANS

Training plans outline a definite plan of progressive experience and learning activities based on the students' current career objectives. They serve as schedules or step-by-step plans for training to be used by (a) the employer, to aid in planning on-the-job instruction, (b) the coordinator, to aid in the planning of related instruction to correlate with on-the-job instruction, and (c) students to project their career objectives both in college and on-the-job.

Training plans usually provide a way to indicate whether training is to take place on-the-job, in college, or in both places. They may also contain space for periodic evaluation to determine the student's progress. (Examples of training plans are found in Appendix C.)

Training plans, while primarily the responsibility of the coordinator, should be prepared cooperatively by the employer, the coordinator, and the student. The plan should be made out after the student has been placed in the training position.

III. PRINCIPLES

Training plans should:

- Be individualized for each student and should be based on the student's career objective or career interest.
- Be developed cooperatively by the coordinator, student, employer, and training sponsor.
- Indicate the date (or an approximate date) an activity should be completed.
- Specify that the student and the training sponsor evaluate each learning experience.
- Be easily understood by the coordinator, student, employer, and training supervisor.
- Emphasize what will be learned in college and at the training station rather than reflect a set of rules and regulations.
- Be easy to implement, realistic, and subject to change as career goals and student needs change.
- Serve as the basis for all program planning, activity, and evaluation.

IV. VALUES OF TRAINING PLANS

a. Training plans correlate related learning with on-the-job instruction.
A major objective of training plans is to organize instruction into a step-by-step sequence which assists students in achieving their occupational goals and provides direction for training sponsors.

b. Training plans establish criteria for training station selection.
When training plans are made or adapted for each student and each training station, on-the-job instruction requirements can be analyzed and planned. Through this process the student and training station can be matched to meet the needs and requirements of the employer as well as the student.

c. Training plans help the coordinator keep up-to-date.
As the coordinator directs the development of the training plans, there is a chance to update and review one's occupational knowledge concerning the areas of training and to keep up with many of the experiences which should be included in the student's training program.

d. Training plans serve as a guide for instruction of the student.
The training plans give the coordinator a guide from which to determine what the

students can do and what their performance should be in order to reach their occupational goals both in college and on-the-job.

e. **Training plans serve as guides for program evaluation.**
During the college year the coordinator should periodically evaluate each student and training station to assure that the objectives of the program and the students are being met. The training assignments and related assignments in a training plan can be used for an overall evaluation of a student's program.

f. **Training plans provide and assure employers responsibility in planning the training experiences.**
When employers help develop training plans, they realize their functions in the learning process and assume more responsibility for implementing on-the-job activities.

g. **Training plans help employers to realize that cooperative education is a planned training experience.**
When training plans are cooperatively written, employers have an input and hopefully, realize that cooperative vocational education is an organized instructional method leading to students' occupational goals and adjusted to the employers' patterns and skill requirements.

h. **Training plans help identify the goals of students.**
A training plan should reflect the goals of the student and should be written for each individual student. When training plans are being prepared, students should have a chance to express desires and interests as they relate to training, training stations, and career objectives.

i. **Training plans provide a tool for students to evaluate progress.**
Students can compare their progress with the experiences outlined in the training plans in order to see how well they are progressing toward the successful fulfillment of their original occupational goals.

V. REMINDERS

- Have the training plan in writing.
- Use the training plan as a basis for coordination visits.
- Allow for changes in the training plan, be flexible.
- Use the training plan as a basis for discussion with students.
- Use the training plan to keep track of students' progress.
- Ask the training sponsors to approve the training plan, do not ask them to write it.
- Ask students and advisory committee to assist in developing the training plan, do not do it alone.
- Be realistic about expected training, do not try to run the training sponsor's business.
- Use the training plan to evaluate perspective training sponsors.
- Establish a career goal for each student.
- Use the training plan as a basis for related class curriculum.

PLACEMENT OF STUDENTS

PLACEMENT OF STUDENTS

Among the most important factors in the success of cooperative vocational education is the placement of students in training stations appropriate to their needs and interests. Proper placement can determine whether the student will progress toward a permanent commitment to a career. It can also determine whether the employer will find the cooperative program meaningful and continue to support it. With the proper matching of students and training stations, the purposes of cooperative vocational education can be accomplished successfully. Misplacement of students in jobs for which they are unsuited or which are beyond or below their level of ability may nullify many of the educational benefits that are obtained from a cooperative vocational education program.

I. BENEFITS

The following identifies some specific groups of students who may derive particular benefit from the program:

- Students who are uncertain of their occupational goals and wish to explore several occupations.
- Students who need experience in their chosen vocations.
- Students who wish to verify the appropriateness of their occupational choices by actual experiences within their chosen vocations.
- Students who have a need for financial assistance to remain in college or to assist their families.
- Students who can profit by extending their learning experiences beyond the facilities of the college.
- Students who have had no previous experience in paid jobs.
- Students who have made occupational choices for which the college is unable to provide training.
- Students in special education classes who cannot profit from ordinary and routine classroom instruction.

The placement of students on jobs requires that the coordinator maintains strict interpretation of the occupation while making the placement to insure that the instruction of students both in college and on-the-job contributes directly to their career objectives.

The coordinator should inform the potential training station personnel ahead of time as to the students being sent and their qualifications. However, the final selection of students as employees should be made by the participating training station personnel, not by the coordinator. Also, the coordinator must decide whether more than one student is to be sent for an interview with each employer and for each training station available and which student or students are to be sent. Each case will require a separate decision.

II. ALTERNATIVE METHODS FOR PLACEMENT OF STUDENTS

- Send at least two (three, if possible) students for each training station position. The decision then will be between the student and the employer. Both have the right to accept or reject.
- Select one student and others successively if the first one is not hired. In this case, the coordinator is almost choosing a particular student for a specific training station, even though the employer has the option of not selecting the student who comes for the interview.
- Allow all interested students to apply to a training station. This method allows for the most natural competitive employment situation and leaves the final choice with the employer. However, potential employers may lose interest in the program when

expensive time is spent on excessive interviews.

- Allow students to find their own jobs. This is the weakest method because students' needs and abilities are not matched with the training opportunities offered by the training station.

III. SUGGESTIONS IF STUDENT'S JOB IS TERMINATED

The coordinator should make every effort to place students only on jobs that will be continuous throughout the semester. If for unforeseen reasons, however, the jobs at which students are employed should be terminated during the semester, a problem may arise. Several solutions to this situation include:

1. Find another job for students as soon as possible.
2. Assign additional related projects, either as part of the students' related instruction or as a special assignment. This solution will allow students to earn credit for the course.
3. Suggest that students formally withdraw from the course. It may be possible for students to register for another course if the job loss occurs before the close of the college registration period.

No serious problem arises in cases in which students have already worked a sufficient number of hours to have earned credit for the course or in which students already have earned more credits than are needed for graduation.

COORDINATION VISITS

Coordination visits to students' places of employment are essential to the success of the cooperative vocational education program. Coordination visits must be meaningful, planned and for a definite purpose(s).

I. PURPOSE

The general purpose of coordination visits is to evaluate students by observing them on-the-job, and to confer with employers and immediate supervisors to determine students' progress. Specific purposes include:

a. Observation of students

- Observe what the students' current jobs are.
- Explore the possibilities of additional training on the particular phase of the job students are doing.
- Obtain information for related instruction.
- Assess the possible need for rotation of students on-the-job.

b. Discussion with employer

- Check on the progress of students and follow up on the findings.
- See how the training plans are being utilized and how they should be modified or expanded to meet student and employer needs.
- Facilitate relating classroom instruction to job training.
- Strengthen the coordinator's relationship with employers.

c. Discussion with immediate supervisors

- Determine the progress of students.
- Evaluate how well students are being supervised.
- Offer instructional guidance and assistance to supervisors if necessary.
- Develop good will between the coordinator and supervisors.

II. FREQUENCY OF COORDINATION VISITS

The frequency of coordination visits is often dictated by the number of students enrolled in the program, the number of students placed in various training stations, the employers' familiarity with program, and students' satisfactory progress on-the-job. However, a minimum of two visits per student per semester is required.

III. CONFERENCES HELD DURING COORDINATOIN VISITS

The coordinator should hold individual conferences with the employer and the training supervisor to discuss the student's progress. Occasionally, the coordinator should hold joint conferences with the student, employer and training supervisor to help bring out problems or misunderstanding which may be impeding the student's training. The joint conference also assures the student that the coordinator, employer and supervisor are interested in the student's progress.

IV. RECORD OF COORDINATION VISITS

The coordinator *shall* maintain a record of each visit including the name of each student, the date of the visit, observations made, objectives accomplished, and other pertinent information that can be used at a later date, for student counseling and evaluation purposes.

RELATED INSTRUCTION

I. ROLE OF COORDINATOR AS INSTRUCTOR

The coordinator is a director of learning who coordinates the learning experiences in the classroom, and at the training station. Instruction is tailored to the needs and the learning styles of each student and the coordinator calls on training sponsors to secure suggestions for classroom instruction.

The three primary factors to be considered in selecting the goals for specific instructional plans are: (1) the needs of the students to be served, (2) the requirements of the occupations for which the training is pursued, and (3) the overall goals of both career and vocational education.

The first consideration involves the student's needs to be served and these might be identified in a variety of ways. The instruction may be intended for the disadvantaged student, the handicapped student, or the student interested in a specific occupation. The identification of the student's needs will have a direct influence on the nature and level of instruction offered.

II. COMPETENCY AREAS TO BE DEVELOPED

If students are to be occupationally competent and employable, they will need:

- *General Occupational Competencies.* These are described as those skills, concepts, and attitudes needed by all workers regardless of their occupations or specific jobs. Examples of topics in this category include: employer-employee relations, job safety and health, labor laws, labor management relations, dress and grooming, and occupational guidance.
- *Specific Occupational Competencies.* These include those concepts, skills, and attitudes essential to a broad occupational grouping, those with common usefulness to a family of occupations.
- *Specific Job Competencies.* These include those concepts, skills and attitudes which are highly specialized and related directly to (a) the single job classification in which the student is interested in and (b) the specific requirements of the student's training station position.

III. COMPETENCY PATTERNS

It is also essential that recognition be given to the differences in competency patterns among the occupations within the same occupational field and develop instructional plans that take these differences into account. For purposes of assessing the nature of any occupational field, four general competency areas may be identified: fundamental skills, special skills, occupational technology, and discipline.

In order to enable the student to develop the necessary balance, instruction should be organized to produce competencies which are:

- needed by all employers,
- needed by employees in an occupational field,
- needed by employees of a specific occupation only,
- needed by a particular employee at a specific place of employment.

IV. INSTRUCTIONAL UNITS

Instructional units common to vocational education programs utilizing the cooperative method of instruction should include:

1. **Career Opportunities**
   - Advancement
   - Local, State, and National Prospectus
   - Technological

- Sociological Changes
- Economical
- Cluster Opportunities

2. **Career Decision-making**
   - Individual Potential
   - Employment Analysis
   - Employment Changes
3. **Safety on-the-Job**
4. **Interpersonal Relations**
5. **Communication Skills**
6. **Securing Employment**
   - Leads
   - Application
   - Interview
7. **Maintaining Employment**
   - Job Performance
   - Work Attitude
   - Terminology
8. **Legal Ramifications**
   - Labor Laws
   - Unions and Labor Organizations
   - Wages
   - Fringe Benefits
   - Certificates
   - Discrimination
   - Contracts
   - Reference Papers
9. **Economic Stability**
   - Financial Services
   - Business Trends
   - Personal Wage Handling and Budgeting

V. STUDENT EVALUATIONS

One of the coordinator's major responsibilities is the evaluation of students' progress both on-the-job and in related instruction. Student evaluations provide the coordinator with the opportunity to observe facets of students' performance that should be corrected or improved.

Evaluations *shall* be made on a regular, systematic basis in cooperation with the students' employers and/or training supervisors. The coordinator may find that employers will make a more thorough evaluation of students' work if rating sheets are provided. The rating sheet not only indicates to the employer the points that should be evaluated, but also makes it possible for the employer to take more time to make the evaluation. It is the coordinator's responsibility to explain the use of the rating sheet, and to explain that students' skills should be rated in relation to those of other students and not those of more experienced workers. The students' performance should be rated by persons supervising students on-the-job. Examples of rating sheets are found with other evaluation forms in Appendix D.

Those evaluating students' performance in a cooperative vocational education program should obtain information concerning the following:

- Dependability

- Cooperation
- Personal appearance
- Judgment
- Self-confidence
- Initiative
- Speed
- Accuracy
- Ability to learn
- Ability to get along with others

ADVISORY COMMITTEES

The very nature of cooperative vocational education would suggest the importance of maintaining a mechanism for continuous dialogue between the college and the employers. An advisory committee is one way to channel business, labor, and industrial expertise into the educational process. Although the committee has no administrative or policy-forming powers, it does serve as an effective tool for improvements in the educational process.

Advantages of having an advisory committee include:

- Provides a link between the college and the community.
- Provides the college with the opportunity to explain the objective of the program.
- Provides an opportunity to study the real training needs of the community.
- Assist in keeping cooperative vocational education programs up-to-date.
- Provides experience and expertise in those areas vital to vocational programs preparing students for the world of work.
- Create mutual respect and confidence between coordinators and community leaders.
- Provides assistance in locating instructional materials.
- Provides assistance in the selection and location of training stations.
- Advise coordinators in curriculum development and improvement.
- Provides one source of input for program evaluation and review.

The coordinator may want to recognize the advisory committee's contributions to the program by awarding each member a "Certificate of Appreciation." (An example is found in Appendix E.)

PUBLIC RELATIONS

Good public relations in cooperative vocational education is more than acquiring the good will of the public toward the program. The purposes, objectives, policies, procedures, and other information about cooperative vocational education should be communicated to a variety of specific audiences through various media.

A program of planned publicity and public information is essential to establishing and maintaining a cooperative vocational education program.

I. COMMUNICATION MEDIA

Specific audiences may be reached by using a variety of media such as:

- Local and college newspaper articles on student activities, program information, and success stories of students. (Coordinators needing assistance for press release or public relations may contact: The Public Relations Associate for Community Colleges, Hawaii Hall, Room 5—A, University of Hawaii, 2500 Campus Road, Honolulu, Hawaii 96822.)
- Flyers, brochures, and letters directed to parents, students, employers, and other members of the community.
- Student presentations before student groups, service clubs, faculty meetings, and employer and employee groups.
- Coordinator presentations before similar groups.
- Career clinics for students conducted by cooperative vocational students and participating employers.
- Employer visits to the college and faculty field trips to business and industry locations.
- Displays and exhibits of students' work and activities, in the college and in the community, and at fairs and conventions.
- Coordinator's personal contacts with individuals who have interests and concerns related to the program.
- Radio and television appearances by cooperative vocational education students, employers, and coordinators.

II. AUDIENCES

a. Students

The students who can benefit from cooperative vocational education are frequently unaware that this opportunity is available to them. All students in the college should have the opportunity to learn about cooperative vocational education and what it has to offer. The publicity that is directed toward students should appeal to their interests and goals. The chance to enter a well-chosen career field, to learn an occupation, and to assume an adult role is what should be emphasized rather than the opportunity to earn money or to escape the college environment.

b. Parents

Many parents have considerable influence on the student's choices of courses and educational plans. Parents are reached through direct mail, spaced publicity in local papers, business and industry sponsored meetings and publicity, and personal contacts with the coordinator at community activities.

c. Faculty

Reaching the entire faculty is especially important because faculty members have a great deal of influence on student attitudes and interest in cooperative vocational education. Teachers evaluate cooperative vocational education in terms of its educational values. They are concerned with student outcomes, behavioral changes, educational growth, and emotional maturity.

d. Administration

The administration, like the faculty, is interested in student outcomes, how students benefit from cooperative vocational education. They want to be kept informed of such matters as student achievements, placements, employer evaluations, and activities. It is also essential that the administration be informed by the coordinator about problems encountered by cooperative vocational education and what assistance the coordinator needs to expand and improve cooperative vocational education.

e. Employees

Employees in the community become involved in cooperative vocational education through their contacts with the students in the training stations. It is essential that they understand and support the training effort. In particular, organized labor groups will be concerned about how cooperative education affects their members. Coordinators can establish good relations with employees and their labor organizations by enlisting their cooperation in the early planning stages and by giving recognition for their contributions to cooperative vocational education.

f. Employers

The employers in the community must be well informed about cooperative vocational education in order to understand their responsibilities. Their participation in planning, advisory committees, evaluation, and public relations activities helps to keep them informed and involved in cooperative vocational education.

g. Community Groups

The success of the cooperative method in vocational education depends on the support and participation of many individuals and groups in the community. In order to have this support and assistance, it is necessary for these groups to participate in planning and implementing programs. Coordinators can also develop good relations with community groups by judiciously participating in their organizations and their community projects.

III. ACTIVITIES TO PROMOTE COOPERATIVE VOCATIONAL EDUCATION

Employers, labor groups, individuals and community groups can assist the college in the following ways by:

- Serving on advisory committees
- Identifying suitable training stations
- Providing and preparing effective training sponsors
- Encouraging students to enroll in cooperative vocational education
- Providing resource speakers and instructional materials
- Setting performance standards and evaluating training station performance of students
- Advising the college on training needs and occupational opportunities
- Facilitating the full-time placement of graduates following the training period
- Obtaining community support for programs and communicating with various community groups
- Helping to fund scholarships.

LEGAL RESPONSIBILITIES

Cooperative vocational education programs must be operated in compliance with federal, state, and local laws and regulations. Both the letter and the spirit of exisiting laws and regulations must be followed. Coordinators or other individuals responsible for the operation of cooperative vocational education programs must understand thoroughly all laws and regulations that pertain to cooperative vocational education and to the employment of students.

Coordinators should know the source of information on legal matters and should maintain a complete file of publications that include these laws and their interpretations.

In addition to possessing complete and current information on legal matters, the coordinator should assume the responsibility of passing along such information to employers. Thus, the coordinator makes certain that employers have the information needed for understanding their legal obligations toward their employees.

Federal and state laws pertinent to cooperative vocational education are complex in nature. They govern age requirements, work permits and permits to employ, minimum wage laws, regulations governing hours of work, working conditions, and social security. Whenever both state and federal laws apply, the law setting the higher standard must be observed.

The Department of Labor and Industrial Relations of the State of Hawaii publishes a number of documents which further explain the laws and regulations. Copies of these documents may be obtained by contacting the nearest federal and state regional offices. A list of federal and state regional offices is found in Appendix F. A brief summary of the laws, rules and regulations governing employment follows.

LEGAL REQUIREMENTS

I. FEDERAL LAWS, RULES AND REGULATIONS

a. U.S. Department of Labor Employment Standards Administration, Wage and Hour Division, Child Labor Bulletin No. 101, *Child Labor Requirements In Nonagricultural Occupations Under the Fair Labor Standards Act:*

- **Minimum age Standards for Nonagricultural Employment**

16—BASIC MINIMUM AGE FOR EMPLOYMENT. At 16 years of age youths may be employed in any occupation, other than a nonagricultural occupation declared hazardous by the Secretary of Labor.

18—Minimum age for employment in nonagricultural occupations declared hazardous by the Secretary of Labor.

- **Hazardous Occupational Orders**

The Fair Labor Standards Act provides a minimum age of 18 years for any nonagricultural occupations which the Secretary of Labor "shall find and by order declare" to be particularly hazardous for 16 and 17-year-old persons, or detrimental to their health and well-being. This minimum age applies even when the minor is employed by the parent or person standing in place of the parent.

- **Exemptions from Hazardous Occupations Orders**

Hazardous Occupations Orders under the Fair Labor Standards Act contain exemptions for 16 and 17-year-old apprentices and student-learners provided they are employed under the following conditions:

I. Apprentices: (1) The apprentice is employed in a craft recognized as an apprenticeable trade; (2) the work of the apprentice in the occupations declared particularly hazardous is incidental to his

training; (3) such work is intermittent and for short periods of time and is under the direct and close supervision of a journeyman as a necessary part of such apprentice training; and (4) the apprentice is registered by the Bureau of Apprenticeship and Training of the U.S. Department of Labor as employed in accordance with the standards established by that Bureau, or is registered by a State agency as employed in accordance with the standards of the State apprenticeship agency recognized by the Bureau of Apprenticeship and Training, or is employed under a written apprenticeship agreement and conditions which are found by the Secretary of Labor to conform substantially with such Federal or State standards.

II. Student-Learners: (1) The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school; and (2) such student-learner is employed under a written agreement which provides: (i) That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to the training; (ii) That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person; (iii) That safety instructions shall be given by the school and correlated by the employer with on-the-job training; and (iv) That a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall contain the name of the student-learner, and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder. A high school graduate may be employed in an occupation in which training has been completed as provided in this paragraph as a student-learner, even though the youth is not yet 18 years of age.

- **Subminimum Wage Provisions**
  Learners, apprentices, and handicapped workers may, under certain circumstances, be paid less than the minimum wage, as well as full-time students in retail or service establishments, agriculture, or institutions of higher education. Special certificates issued by the Wage and Hour Administrator must be obtained by employers wishing to use these provisions.

- **Equal Pay Provisions**
  The equal pay provisions of the FLSA prohibit wage differentials based on sex, between men and women employed in the same establishment on jobs that require equal skill, effort and responsibility and which are performed under similar working conditions.

II. STATE OF HAWAII LAWS, RULES AND REGULATIONS

a. Section 387-2 Minimum Wages

After June 30, 1975, every employer, except as provided in Section 387-9 and this paragraph, shall pay to each employee employed by him wages at the rate of not less than $2.40 per hour. *Except as provided in section 387-9 and this paragraph, every employer shall pay to each employee employed by him wages at the rate of not less than: $2.65 per hour beginning July 1, 1978; $2.90 per hour beginning July*

1, 1979; $3.10 per hour beginning July 1, 1980; and $3.35 per hour beginning July 1, 1981. The hourly wage of a tipped employee may be deemed to be increased on account of tips if the employee is paid not less than twenty cents below the applicable minimum wage by his employer and the combined amount he receives from his employer and in tips is at least fifty cents more than the applicable minimum wage.

b. **Section 387-3 Maximum Hours**
No employer shall, except as otherwise provided in this section, employ any employee for a workweek longer than forty hours unless the employee receives overtime compensation for his employment in excess of the hours above specified at a rate not less than one and one-half times the regular rate at which he is employed.

c. **Section 387-4 Wage Discrimination Prohibited**
No employer shall discriminate in any way in the payment of wages as between persons of different races or religions or as between the sexes; provided, that nothing herein shall prohibit a variation of rates of pay for employees engaged in the same classification of work based upon a difference in seniority, length of service, substantial difference in duties or services performed, difference in the shift or time of day worked, or hours of work; and provided that an employer who is paying a wage rate differential in violation of this section shall not, in order to comply with this section, reduce the wage rate of any employee.

d. **Section 387-9 Special Minimum Wage for Learners; Apprentices; Full-time Students; Paroled Wards of Hawaii Youth Correctional Facility; Handicapped Workers**
(a) Notwithstanding the provisions of section 387-2, the director may by rules provide for the employment: (1) Of learners, of apprentices, of part-time employees who are full-time students attending public or private schools other than colleges, universities, business schools, or technical schools, and of wards paroled from the Hawaii youth correctional facility, under special certificates issued by the director, at such wages lower than the applicable minimum wage and subject to such limitations as to time, number, proportion, and length of service as the director shall prescribe; and

e. **Rule XVII Relating to Employment of Student-Learners**
Section 1. Definitions
As used herein:
(a) "Student-learner" means a student who is receiving instruction in a public high school, public technical school or licensed private high school and who is employed on a part-time basis pursuant to a bona fide vocational training program.
(b) "Bona fide vocational training program" means one authorized and approved for public high schools or public technical schools by the Department of Public Instruction or approved for a private high school by the principal of such school, with provision for part-time employment training which may be scheduled for a part of the workday or workweek, for alternating weeks, or for other limited periods during the year, supplemented by and integrated with a definitely organized plan of instruction designed to teach technical knowledge and related industrial information given as a regular part of the student-learner's course in such high school or technical school . . . "

Section 2. Application for Special Student-Learner Certificates
Application for the employment of student-learners under special certificates authorizing employment at wages lower than the minimum wage applicable under

Section 387-2 of the Hawaii Wage and Hour Law, as amended, shall be made by the employer to the director on forms furnished for that purpose by the Wage and Hour Division of the Department of Labor and Industrial Relations. The application must contain all information required by the form and be signed by the employer, student-learner, and appropriate school official.

Section 3. Issuance of Certificates

(a) Upon receipt of an application for the employment of a student-learner, the director may order the issuance of a special certificate in a form prescribed by him under the following terms and conditions:
- Any training program under which the student-learner will be employed must be a bona fide vocational training program, as defined in Section 1.
- The special minimum wage shall not be less than 75 percent of the minimum wage under Section 387-2 of the Hawaii Wage and Hour Law, or as the same may be amended from time to time.
- Special certificates shall be valid for a period not to exceed the length of one school year.
- A special certificate shall have no retroactive effect, but shall operate as an exemption subsequent to the date of issue only.
- The student-learner must be at least 16 years of age.
- The work hours at the subminimum rate combined with the school hours of the student learner shall not exceed 40 hours per week. When school is not in session the number of hours worked at the subminimum rate by the student-learner shall not exceed 40 hours per week.
- There have been no serious violations of the Hawaii Wage and Hour Law by the employer which provide reasonable grounds to conclude that the terms of the special certificate would not be complied with.

(b) If a special certificate is issued, it shall be mailed to the employer. If a special certificate is denied, notice of such denial shall be mailed to the employer.

(c) Certificates shall be preserved by the employer and made available for inspection for at least six years after date of issue.

f. Regulation XXVII Relating to Employment of Student-Workers

Rule 2. Application for Special Student-Worker Certificates

(a) Application for the employment of student-workers under special certificates authorizing employment at wages lower than the minimum wage applicable under Section 387-2, Hawaii Revised Statutes, shall be made by the employer on forms furnished for that purpose by the Enforcement Division of the Department of Labor and Industrial Relations. The application must contain all information required by the form and be signed by the employer, the student-workder and a parent or guardian of the student-worker.

(b) The employer shall also obtain a statement from the principal or an authorized official of the school that the student-worker is a full-time day student of such school, and such statement shall be presented to the director with the application for a special certificate.

Rule 3. Issuance of Special Certificates

(a) Upon the receipt of an application for the employment of a student-worker, the director may order the issuance of a special certificate to the employer in a form prescribed by him under the following terms and conditions:
- The special minimum wage shall not be less than 85 percent of the minimum wage under Section 387-2 of the Hawaii Wage and Hour Law,or as the same may be amended from time to time.
- Hours or other conditions of employment are not detrimental to the health, safety or morals of the student-worker.

- A special certificate shall be valid under the terms set forth in the certificate for a period of not more than 12 months from the date of issuance or such shorter period as may be fixed in the certificate.
- The employer shall keep on file the special certificate for the student-worker while he is employed, and upon termination of employment, the certificate shall be returned to the director.

EVALUATION

The Educational Amendments of 1976 require that state plans contain provisions for periodic and continuous evaluations of local programs, services, and activities. Evaluations are to be of sufficient extent and frequency to enable state boards to carry out their functions and fulfill the purposes of the amendments.

Section 104.532 (f) *Federal Register*, Volume 42, No. 191 identifies the following requirements:

> Policies and procedures will be adopted for continuous evaluation of cooperative vocational education programs and for follow-up of students who have completed or left these programs.

Evaluation is the prerequisite to the improvement of cooperative vocational education programs. The evaluation process involves clarifying program objectives to describe specific outcomes, developing and using a variety of techniques for securing data, selecting appropriate ways to summarizing and interpreting data, and utilizing information to improve the program. Only through continuous systematic evaluation can the effectiveness of programs be determined and sound changes be made.

METHODS OF MEASUREMENT

The methods of measurement selected by the coordinator must provide the type of data needed to assess the attainment of all stated program objectives. Most coordinators will use several techniques. The most commonly used techniques are self-appraisal scales and follow-up studies.

Self-appraisal Scales and Follow-up Studies

The purpose of the self-appraisal scale is to enable coordinators to assess their programs in light of optimum conditions and practices with a view toward striving to achieve or approximate the optimum cooperative vocational education program.

While the students are enrolled in the program, the coordinator should inform students of follow-up surveys in which they will be asked to participate after they leave college. Students should be made aware of the purposes of follow-up studies and the service they can provide by keeping the college informed of their current addresses and by quickly answering and returning questionnaires. Students should become accustomed to answering and returning questionnaires.

Follow-up questionnaires should be kept as brief as possible. The coordinator should avoid unnecessary items and written replies. When written replies must be requested, adequate space should be provided for answers. (An example of a follow-up questionnaire is found in Appendix G.)

A cover letter signed by the coordinator and/or the provost should accompany the questionnaire to the former student. The letter should be brief, indicating the purpose of the follow-up study, the use to be made of the data, and the importance of hearing from each individual. (An example of a cover letter is found in Appendix G.)

Federal Requirements for Follow-up Studies of Completers and Non-Completers[1]

Federal Procedural Requirements

In accordance with Section 104.532 (f) as identified above, the cooperative vocational coordinator must conduct follow-up studies of completers and non-completers, on an annual basis. The follow-up of completers and non-completers shall include, to the extent possible, the following information:

- What proportion of the students are employed approximately 6 months after graduation?
- To what degree do graduates find employment in an occupation the same as, or similar to, the one in which they were trained?
- To what degree do non-completers find employment in an occupation the same as, or similar to, the one in which they were trained?
- What is the span of unemployment following graduation?
- What additional education do cooperative trainees undertake after graduation?

Other Evaluation Techniques.

The coordinator should not overlook the use of personal interviews to obtain subjective data, for they reveal how students, employers, and others feel about the program. How these groups feel about the program is important to the coordinator because without their support and cooperation, the program will suffer.

GLOSSARY

ADVISORY COMMITTEE

A group selected from a specific trade or occupation, appointed to advise the college on matters pertaining to teaching the particular occupation. Generally, the committee should include an equal number of representatives of labor and management.

COOPERATIVE METHOD

Organizational pattern for preparatory instruction which involves regularly scheduled part-time employment that gives students an opportunity to experience theory in practice while developing competencies through supervised training at a training station related to their career objective.

COORDINATION

The process of integrating into a harmonious relationship the administrative, organizational and instructional activities of the vocational program and directing them toward a common purpose. Coordination involves a range of activities. In addition to the prime activity of coordinating instruction in the college and at the training station, coordination may also include, but is not limited to, student recruitment and orientation, survey of employers, organization and work with advisory committees, parent consultation, evaluation (follow up), report writing, and sponsorship of youth organization activities.

COORDINATOR (COOPERATIVE VOCATIONAL EDUCATION)

A member of the college staff responsible for administering cooperative vocational education and resolving problems that arise between the college regulations and the training station activities of the employed student. The coordinator acts as liason between the college and employers in programs utilizing the cooperative method.

EMPLOYER

One who provides the training facility for a student who is legally employed part-time and from whom the student receives compensation.

EVALUATION REPORT

A formalized instrument to measure progress and achievement in relation to training plan components and other factors that indicate a point-in-time assessment of student competencies, attitudes and maturity. It is recognized as one means for evaluating performance at the training station.

FOLLOW-UP REPORT

Usually a composite short-term or long-term report of former students indicating their present employment status or other present commitments (education, military, homemaking). More sophisticated follow-up studies seek to assess the effectiveness of cooperative training experience to the student's present situation. Individual follow-up information is usually maintained in a student's record file.

JOB ANALYSIS

A listing in the performance sequence of the steps or processes of a job or task together with safety measures, technical information, and procedure concerned with its accomplishments. It usually includes tools, machines, and materials used in completing the job or task.

OCCUPATIONAL CLUSTER

Job family groups of employment in a similar occupational field.

OCCUPATIONAL OBJECTIVE

A specific recognized occupational goal, selected by the student, the attainment of which is the purpose of vocational instruction.

ON-THE-JOB TRAINING

Instruction in the performance of a sequentially planned task given to a student-learner by the employer during the usual working hours of the occupation.

RELATED VOCATIONAL INSTRUCTION

In-college course specifically designed to improve personal and social skills, provide needed basic education (remedial), and/or develop relevant occupational skills and knowledges. The course should be regularly scheduled, should complement the learning experiences at the training station, and should be planned and developed to meet the specific needs of the individual student. The content of the course should consist of the theory of the occupational skill, the specific related information, and the general related instruction necessary to achieve personal success in the world of work.

STUDENT LEARNER

A student enrolled in cooperative vocational education and legally employed part-time and so classified by the Wage and Hour and Public Contracts Divisions of the U.S. Department of Labor for wage and hour regulation purposes.

TRAINING AGREEMENT

A statement of fundamental agreements regarding the participation of a student in a work environment. Initiated by the college, the agreement reflects a voluntary and cooperative commitment on the part of the coordinator, employer and student. Other appropriate parties to the agreement could be parents, advisory committee chairperson, union representatives and college administrator.

TRAINING PLAN

A format for delineating, for each student, the learning experiences and tasks to be undertaken at the training station, often paralleled with classroom units of instruction. The training plan, cooperatively determined, usually becomes a part of the training agreement.

TRAINING SPONSOR

The individual to whom the student learner looks for instruction and training at the training station. The on-the-job training sponsor may be the owner or manager or a responsible individual appointed by management.

TRAINING STATION

The agency providing learning experience for the student learner.

WORK STUDY (VOCATIONAL EDUCATION ACT)

A program designed to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis. The program does not involve any formal organized instruction, and is not to be confused with cooperative vocational education.

APPENDICES

APPENDIX A

UNIVERSITY OF HAWAII

Office of the Chancellor for Community Colleges

Dear :

This is to inform you that under Public Law 94-482, Section 122(f), Educational Amendments of 1976, some of your students are now eligible to participate in the cooperative vocational education courses we offer.

They must be majoring in a postsecondary vocational education program as defined by Public Law 94-482.

Public Law 94-482 defines "vocational education" as:

> "...organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree..."

It should be noted that several of our community colleges require students to be in their second year of their majors before enrolling in cooperative vocational education. Further, the cooperative vocational education experiences should be in a program area offered by the public community colleges, for example, automotive technology.

If your students are interested in enrolling in our courses, please inform them to submit an application for admission and register in accordance with the regulations established by the respective community colleges. If they wish further information, they should contact the Dean of Instruction at the college they are interested in attending.

Sincerely,

Chancellor for Community Colleges

2444 Dole Street · Honolulu, Hawaii 96822 / Cable Address: UNIHAW
An Equal Opportunity Employer

APPENDIX B
TRAINING AGREEMENTS

TRAINING AGREEMENT
Cooperative Vocational Education Program

By this agreement the _____ will permit
(Training agency)

_____ to enter its establishment
(Student)

for the purpose of securing training and knowledge in _____ .
(Occupation)

All persons concerned jointly agree to the following conditions:

1. The training will extend from _____ to _____ five days per week.
(Date) (Date)

2. The student and the training agency will have a probation period of _____ weeks. At the end of this period the trainee, training agency, or coordinator may terminate this agreement.

3. The student will divide his time: in college, _____ hours; laboratory period, _____ hours.

4. The student will be supervised by: in college, _____ ; laboratory period, _____ .

5. The minimum wage must be paid.

6. The college will make provision for the student to receive related and technical instruction in the above occupation.

7. The training during the laboratory period shall be progressive. It shall provide for the student passing from one job to another in order that the student may become proficient in different phases of the occupation.

8. All complaints shall be made to and adjusted by the coordinator.

9. The coordinator shall have the authority to transfer or withdraw the student at any time.

10. The student may work after 4:00 p.m. and/or on Saturdays as he/she arranges with the training agency.

11. The student promises to abide by all implied and stated terms included in this memorandum. The student shall be bound during the laboratoy period by the ordinary college regulations.

_____ _____
(Employer's signature) (Student's signature)

_____
(Coordinator's signature)

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COOPERATIVE VOCATIONAL EDUCATION
VOC-TECH EDUCATION
LEEWARD COMMUNITY COLLEGE

COOPERATIVE VOCATIONAL EDUCATION TRAINING PROGRAM

This training agreement is to (1) define clearly the conditions and schedule of training whereby student Name: _____ is to receive training in _____ and (2) serve as a guide to the cooperating parties: The _____ _____ and Leeward Community College, in providing the student with opportunities to engage in practical work experiences and to receive related instructions.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations as apply to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his efficiency, knowledge, and personal traits so that he may enter his chosen occupation as a desirable employee at the termination of the training period.

In addition to providing practical experiences, the employer agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be $ _____ per _____ .
2. A review of the wages paid the student will be made jointly and periodically by the employer and coordinator for the purpose of determining a fair and equitable wage adjustment consistent with the student's increased ability and prevailing economic conditions.

The training period begins the _____ day of _____, 19 ____, and extending through the _____ day of _____, 19____. There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupation, and if the training should be continued. It may be terminated for just cause by either party.

Approvals:

_____ (STUDENT)

_____ (NAME OF EMPLOYER)

_____ (COORDINATOR)

_____ (NAME OF COMPANY OR AGENCY)

HAWAII COMMUNITY COLLEGE
COOPERATIVE TRAINING PLAN AND AGREEMENT
EMPLOYER AND SCHOOL

Trainee _____ Date of Birth _____ Age ___ Sex ___

Address _____ Phone _____ S.S. Number _____

Employer _____ Address _____ Phone _____

Job Title _____ Wages _____ Hrs. per week ___

Trainee begins on _____ and terminates on _____

JOB DESCRIPTIONS & OBJECTIVES

_____

_____

_____

_____

Some Responsibilities of Program Participants:

1. Trainee will abide by the regulations and policies of his employer and the school.
2. The employer assumes the responsibility of providing the trainee with the broadest occupational experience in keeping with the job activities listed above.
3. The coordinator will arrange for in-school related instruction, consultation, and advisory service to parties concerned with this training program.
4. The employer of the trainee shall conform to all federal, state, local laws and regulations, including non-discrimination against any applicant or employee because of race, color, or national origin.

SIGNATURE OF PERSONS APPROVING THIS LEARNER PROGRAM:

Student _____

Employer _____ Date _____

School Coordinator _____ Date _____

THIS TRAINING PROGRAM SHALL NOT BE INTERRUPTED WITHOUT PRIOR CONSULTATION BETWEEN THE TRAINEE, EMPLOYER, AND COORDINATOR.

APPENDIX C
TRAINING PLANS

INDIVIDUALIZED TRAINING PLAN

Copy: _____

Name Ronnie Wiles Job Title Medical Secretary (Trainee)

Firm Doctors J.D. Beale, Jr. and Max Lassiter Training Sponsor Carolyn Kessler

Student's Career Objective Secretary

Experiences and Training Needed	On Job	In Class	On-Job Evaluation	Individual Related Instruction
Job Orientation:				
1. Receives explanation of Code of Ethics in medical profession: a. diagnosis b. examinations	X	X		Developed by Ruth S. Blankenship, George Washington High School, Danville, Virginia.
2. Receives information about office system of: a. filing b. billing c. bookkeeping	X			
3. Receives explanation of work schedule and any specific directions on code of dress.	X			
4. Receives information for effective personal relationships—importance of punctuality, dependability, cooperativeness, pleasantness, sincerity, and loyalty.		X		
5. Tours office facilities and meets co-workers.	X			
6. Examines work area and locates supplies.	X			
7. Completes work permit forms.	X	X		
8. Completes payroll deduction forms.	X			

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Experiences and Training Needed	On Job	In Class	On-Job Evaluation	Individual Related Instruction
ADDITIONS AS TRAINING REQUIRES				
Typewriting and Transcription:				
1. Copies schedule of doctors' on-call work schedule for hospital and answering service.	X			
2. Drafts requests and replies for needed medical information		X		
3. Transcribes and types letters from a dictaphone.	X	X		
4. Selects and types medical information for Medicaid and group insurance forms from medical records.		X		
5. Orders office supplies.		X		
6. Records data on charts.	X			
7. Completes insurance forms to file claims for payment.	X			
8. Cleans and maintains typewriter——includes changing of carbon and fabric ribbons.		X		
ADDITIONS AS TRAINING REQUIRES				

Experiences and Training Needed	On Job	In Class	On-Job Evaluation	Individual Related Instruction
Recordkeeping:				
1. Keeps financial records:				
a. daily record of collections	X			
b. patient's accounts	X			
c. cashbook		X		
2. Administers petty cash fund.	X			
3. Prepares and sends statements to patients.	X			
4. Writes charge slips to accompany patient's chart to the doctor.	X			
5. Posts the charge from this slip as is accompanies chart back to office.	X			
6. Totals the charge slip and extends the transaction to the patient's permanent charge record.	X			
7. Reconciles the cash balance daily.	X			
8. Registers Emergency Room and home visitations from slip presented doctor on call the previous night or weekend.	X			
9. Registers charges on patients in hospital.	X	X		
10. Retrieves past-due accounts from the accounts receivable file monthly.		X		
11. Sends past-due notices.	X			
12. Copies statements of account.	X	X		

Experiences and Training Needed	On Job	In Class	On-Job Evaluation	Individual Related Instruction
13. Folds and inserts statements in envelopes.	X			
14. Dispenses charge cards to collector on accounts which are determined uncollectible.		X		
15. Computes payroll deductions.		X		
16. Writes payroll checks.		X		
17. Reconciles bank statements.		X		
ADDITIONS AS TRAINING REQUIRES				
Filing:				
1. Receives explanation of structure and use of files.		X		
2. Obtains names of patient's father to locate previous record on file.		X		
3. Retrieves charts from files on patients with appointments or as registration is accepted.		X		
4. Documents a new chart for new patients.		X		
5. Files charts at intervals during the day and finishes filing of charts by the end of the day.		X		

Experiences and Training Needed	On Job	In Class	On-Job Evaluation	Individual Related Instruction
6. Registers the date of professional service on the patient's chart.		X		
7. Records information in patient files: a. diagnosis b. x-ray reports c. lab reports d. operative reports e. medication/prescriptions f. history	X	X		
ADDITIONS AS TRAINING REQUIRES				
Receptionist Duties:				
1. Greets patients and visitors.	X			
2. Schedules appointments.	X			
3. Keeps appointment book up to date.	X			
ADDITIONS AS TRAINING REQUIRES				
Telephone Duties:				
1. Answer telephone.	X			
2. Routes calls for immediate medical aid to nurse or doctor.	X			

Experiences and Training Needed	On Job	In Class	On-Job Evaluation	Individual Related Instruction
3. Uses telephone: a. Obtain result of tests. b. Schedule tests or treatments. c. Arrange hospital admittance. d. Dispatch medical information to hospital or insurance companies. **ADDITIONS AS TRAINING REQUIRES**	X			
Mail Handling:				
1. Opens, sorts, and distributes incoming mail.		X		
2. Feeds outgoing mail through postage machine.	X			
3. Purchases additional postage as needed.		X		
ADDITIONS AS TRAINING REQUIRES				
Housekeeping Duties:				
1. Straightens waiting room.	X			
2. Straightens doctor's desks.	X			

Experiences and Training Needed	On Job	In Class	On-Job Evaluation	Individual Related Instruction
3. Dusts work area and arranges materials conveniently. **ADDITONS AS TRAINING REQUIRES**	X	X		

STEP-BY-STEP TRAINING PLAN*

Clerk-Stenographer
Social Studies Division
Office of Demonstration Project for the Gifted

A. **Title of Job:** Clerk-Stenographer

B. **Job Desription:** Performs secretarial duties for the three staff members. Duties include taking dictation, transcribing, typewriting, duplicating, assembling, filing, ordering supplies and materials, assisting institute participants, answering the telephone, and doing other tasks requested by employers.

C. **Career Objective:** Executive Secretary

D. **Areas of Experience and Training:**

1. Taking Dictation and Transcribing
2. Typewriting
3. Duplicating
4. Assembling
5. Filing
6. Ordering Supplies and Materials
7. Assisting Institute Participants
8. Using the Telephone
9. Public Relations
10. Office Production Techniques

E. **Detail of Areas of Experience and Training:**

Planned Learning Outcomes	Training and Experience In Class	On the Job
1. Taking Dictation and Transcribing		
a. Learn to take dictation rapidly	X	X
b. Learn to transcribe shorthand notes rapidly	X	X
c. Learn to operate and transcribe from Recordall briefcase tape recorder		X
d. Develop ability to produce accurate copy consistently.	X	X
e. Study the files for samples of previous correspondence and other transcripts		X
2. Typewriting		
a. Develop accuracy at a rapid rate	X	X
b. Learn to use IBM Executive typewriter skillfully	X	X
c. Learn to type attractive letters	X	X
d. Learn to type class transcripts		X
e. Learn to type texts		X
f. Learn to prepare attractive tabulations	X	X
g. Learn to make multiple carbons	X	X
h. Learn to correct and type from rough drafts	X	X

*Adapted from a step-by-step training plan developed by Writesman Long at the University of Illinois in analyzing his training experiences in the position described.

Planned Learning Outcomes	Training and Experience In Class	On the Job
i. Learn to proofread accurately	X	X
j. Learn to change carbon ribbons	X	X
3. Duplication		
a. Learn to cut stencils properly	X	X
b. Learn to use styli and lettering guides	X	X
c. Learn to use Gestetner silk-screen process duplicator	X	X
d. Learn to store stencils properly	X	X
e. Learn to prepare Ditto masters	X	X
f. Learn to use Ditto spirit-process duplicator	X	X
4. Assembling		
a. Learn to swiftly assemble papers manually	X	X
b. Learn to use electric collator		X
c. Learn to use electric jogger		X
d. Learn to use manual stapler	X	X
e. Learn to use electric stapler		X
5. Filing		
a. Learn to file alphabetically	X	X
b. Learn to prepare file folders	X	X
c. Learn to code and file stencils		X
d. Learn to code and file tapex		X
e. Become familiar with office files		X
f. Learn to retrieve materials from office files quickly		X
g. Form the habit of making and keeping an extra copy of everything prepared	X	X
h. Attempt to discover ways to improve office filing system		X
6. Ordering Supplies and Materials		
a. Become familiar with supplies used in office		X
b. Observe need for replenishing supplies		X
c. Learn to prepare supplies requisitions		X
d. Learn to store supplies correctly		X
e. Learn to order books		X
f. Learn to order films		X
7. Assisting Institute Participants		
a. Learn to schedule appointments		X
b. Become familiar with location of various campus offices		X
c. Learn to direct people to proper locations on campus		X
d. Learn to give assistance in library usage		X
e. Learn to instruct participants in correct format for materials being prepared		X
8. Using the Telephone		
a. Learn to answer the telephone courteously	X	X

Planned Learning Outcomes	Training In Class	and Experience On the Job
b. Learn to take and record messages	X	X
c. Learn proper technique for making internal and external calls from campus phone		X
d. Learn to use staff directory		X
e. Learn proper procedure for W.A.T.S. calls		X
f. Learn to secure information via the telephone		X
9. Public Relations		
a. Learn to deal with people courteously at all times	X	X
b. Learn to cooperate with workers in other offices		X
c. Learn to furnish requested information		X
d. Learn to supply needed materials		X
10. Office Production Techniques		
a. Learn to handle materials efficiently	X	X
b. Learn to organize work according to its immediacy of need		X
c. Learn to work under pressure of time deadlines without becoming disturbed	X	X
d. Learn to perform a variety of office tasks in a swift, yet unhurried, manner		X
e. Form the habit of verifying the accuracy of all work produced	X	X

Specific References:

1. Reigner, Charles G. *English for Business Use*, 2nd Edition, H.M. Rowe Company, 1951.
2. Carnegie, Dale. *How to Win Friends and Influence People*, Simon and Schuster, 1949.
3. *The Secretary's Handbook*, 7th Edition Macmillan Company, 1949.

Project:

Preparation of an office manual for a beginning employee.

Career Objective References and Activities:

1. *Today's Secretary*—regular reading of each issue.
2. *Business Week* or *Newsweek* or *Changing Times*—regular reading of selected articles on business conditions and developments in office procedures and technology.
3. Attend local professional association meetings.
4. Investigate possibility of further formal and informal education in the executive secretarial field.

APPENDIX D
EVALUATION FORMS

COOPERATIVE VOCATIONAL EDUCATION
VOC-TECH EDUCATION
LEEWARD COMMUNITY COLLEGE

TRAINEE RATING SHEET

Trainee _____ **Employer** _____

Instructions to Employer: Read each line carefully. Above each description place a check mark over the phrase which describes this trainee most accurately. If you think the individual is half way between two descriptions, make your mark about half way between them on that line. Any additional comments you wish to make will be helpful. Information will be utilized by the coordinator for the guidance of the student.

RELIABILITY

Cannot be depended on; requires constant supervision.	Must be reminded of duties; must be carefully supervised.	Satisfactorily performs all assigned duties; requires average supervision.	Is a good dependable worker; requires little supervision.	Is completely reliable and able to carry on without supervision.

Comments: _____

PERSONAL APPEARANCE

Appears slovenly and unkempt.	Often neglects to take care of his personal appearance.	Has an acceptable appearance; could make some improvement.	Usually is very careful of his appearance.	Always presents an appropriate well-groomed appearance.

Comments: _____

PERSONALITY

Makes a poor impression on others; is inconsiderate.	Inclined to be indifferent.	Is polite and friendly when approached by others.	Practices courtesy in dealing with others; is always cheerful.	Makes a favorable impression on all he contacts.

Comments: _____

TRAINEE RATING SHEET (continued)

COOPERATION

Is hostile towards others; does not behave as member of a group.	Is a "lone-wolf"; works alone and shuns others.	Gives no trouble; cooperates when asked but does not volunteer.	Willing to cooperate.	Always very cooperative; has the knack of helping others.

Comments: _____

ATTITUDE TOWARD WORK

Seems to resent the work; has no desire to learn.	Is willing to work but shows no interest or enthusiasm in his job.	Seems to enjoy his work; but is willing to "stand still" and not advance.	Shows interest in his work and has a desire to learn.	Takes a keen interest in the work and often takes the initiative to learn.

Comments: _____

JOB SKILLS

Has a definite lack of skills and knowledge.	Has a limited knowledge; is lacking in some essentials.	Has an acceptable knowledge of routine and skills.	Has an above average grasp of the essential skills.	Possess all of the essential skills and knowledge.

Comments: _____

WORK HABITS

Has to be told several times before doing work.	Has poor work habits and is at time neglectful.	Does what he is told but sees no more to do.	Does more than is required and works efficiently.	Works rapidly and efficiently and is resourceful and finds extra things to do.

Comments: _____

ATTENDANCE

Regular ☐ Irregular ☐

Comments: _____

PUNCTUALITY

Regular ☐ Irregular ☐

Comments: _____

Trainee Rating Sheet (continued)

OVERALL RATING

Poor	Marginal	Average	Very Good	Excellent

Signed _____
(Employer-Trainer)

Date _____

EMPLOYER'S RATING OF WORK PERFORMANCE
Cooperative Vocational Education Program

Student's Name _____ Office _____

Employer _____ Date _____

Company _____ From _____ to _____

Your constructive criticism enables us to provide better instructional training. Please evaluate the following traits of the above-named student by by circling: (0) unsatisfactory; (1) poor; (2) good; or (3) excellent.

Personal traits					**Skill in**				
Grooming	0	1	2	3	Typing	0	1	2	3
Suitability of dress	0	1	2	3	Shorthand	0	1	2	3
Personal hygiene	0	1	2	3	Transcription	0	1	2	3
Deportment	0	1	2	3	Filing	0	1	2	3
Speech	0	1	2	3	Grammar	0	1	2	3
Interest in work	0	1	2	3	Mathematics	0	1	2	3
Cooperation	0	1	2	3	Spelling	0	1	2	3
Initiative	0	1	2	3	Punctuation and	0	1	2	3
Adaptability	0	1	2	3	capitalization	0	1	2	3
Ambition	0	1	2	3	Proofreading	0	1	2	3
Tact	0	2	3		Office machines	0	1	2	3
Ability to					**Business techniques**				
Understand instructions	0	1	2	3	Meeting people	0	1	2	3
					Use of telephone	0	1	2	3
Follow directions	0	1	2	3	Use of sources	0	1	2	3
Attend to details	0	1	2	3	of information				
Keep on the job	0	1	2	3	Use of supplies	0	1	2	3
Take criticism	0	1	2	3	Office house-keeping	0	1	2	3

General rating of student (please circle one): 0 1 2 3

Please list any points that should be emphasized in the student's training:

1. _____
2. _____
3. _____

Do you wish the student to see this report? Yes _____ No _____

_____

(Employer's signature)

HAWAII COMMUNITY COLLEGE

1175 MANONO STREET
HILO, HAWAII 96720

EMPLOYER'S EVALUATION OF COOPERATIVE STUDENT

Information, as checked in the spaces below, will assist the Institute in its appraisal of the cooperative work of

_____ Course _____
(Name)

for the work period indicated _____

Employer _____

INSTRUCTIONS: The immediate supervisor will evaluate the student objectively, comparing him with other students of comparable academic level, with other personnel assigned the same or similarly classified jobs, or with individual standards.

RELATIONS WITH OTHERS
- ☐ Exceptionally well accepted
- ☐ Works well with others
- ☐ Gets along satisfactorily
- ☐ Has some difficulty working with others
- ☐ Works very poorly with others

ATTITUDE—APPLICATION TO WORK
- ☐ Outstanding in enthusiasm
- ☐ Very interested and industrious
- ☐ Average in diligence and interest
- ☐ Somewhat indifferent
- ☐ Definitely not interested

JUDGMENT
- ☐ Exceptionally mature
- ☐ Above average in making decisions
- ☐ Usually makes the right decision
- ☐ Often uses poor judgment
- ☐ Consistently uses poor judgment

DEPENDABILITY
- ☐ Completely dependable
- ☐ Above average in dependability
- ☐ Usually dependable
- ☐ Sometimes neglectful or careless
- ☐ Unreliable

ABILITY TO LEARN
- ☐ Learns very quickly
- ☐ Learns readily
- ☐ Average in learning
- ☐ Rather slow to learn
- ☐ Very slow to learn

QUALITY OF WORK
- ☐ Excellent
- ☐ Very good
- ☐ Average
- ☐ Below average
- ☐ Very poor

ATTENDANCE: ☐ Regular ☐ Irregular PUNCTUALITY: ☐ Regular ☐ Irregular

OVER-ALL PERFORMANCE: Outstanding Very Good Average Marginal Unsatisfactory

What traits may help or hinder the student's advancement?

Additional Remarks (over if necessary):

This report has been discussed with student? Yes No

Rated by _____ _____
(Immediate Supervisor) (Title)

_____ Date _____
(Department)

TOM T. YAMANE
Coordinator

COOPERATIVE VOCATIONAL EDUCATION PROGRAM
HAWAII COMMUNITY COLLEGE
PROGRAM EVALUATION BY CVEP STUDENT

Dear CVEP Student:

Now that your college education is almost finished, I would appreciate your typing the answers to the following questions to assist in an evaluation of our ongoing program.

CVEP Teacher-Coordinator

1. _____
   Last Name First Middle
2. Cooperating firm/employer:
3. List the specific duties which you performed at work. Place an asterisk (*) before those in which you excelled. *Underscore* those NOT learned in school. Encircle those for which you feel you should have received educational school training *before* you started your job:
4. List areas in which your school instruction should be updated:
5. Do you feel you should have been better qualified for your job if certain subjects had been offered to you *earlier* in your school curriculum? Yes _____ No _____ . If so, please specify:
6. From the standpoint of VOCATIONAL PREPARATION, do you think that on-the-job training was more beneficial to you than attending additional classes would have been? Yes _____ No _____ . Why?
7. Do you feel you had adequate job orientation prior to starting your supervised work experience? Yes _____ No _____ . If not, please make suggestions:
8. Do you think that your cooperating firm took advantage of you as a student-trainee? Yes _____ No _____ . If so, explain:

9. Do you feel your firm supervisor was conscientious in his effort to supplement your school training? Yes _____ No _____ . Elaborate:

10. Do you believe that you have improved in your ability to work with people? Yes _____ No _____ . Comment:

11. Did any problems arise at your work station which might have been prevented by previous school instruction? Yes _____ No _____ . If so, give details:

12. Did your work experience enrich your knowledge of business? Yes _____ No _____ . Please Explain:

13. Did your part-time employment develop your confidence in your ability? Yes _____ No _____ . Comment:

14. Would you recommend participation in the CVEP Program to underclassmen? Yes _____ No _____ . Why?

15. Has your cooperating employer offered you full-time employment upon graduation? Yes _____ No _____ . if so, are you accepting it? Yes _____ No _____ . What will be your starting salary? $

16. If he has *not* offered you a position, please comment:

17. If you are *not* accepting his offered position, please comment:

18. If you are not continuing to work in this firm, what are your immediate plans?

19. Did your cooperative job help you to decide which phase of work you prefer for your career? Yes _____ No _____ . Explain:

20. Did you think your participation in school activities was adequate while you were working? Yes _____ No _____ . Comment:

21. Can you suggest improvements for a more effect dovetailing of work experience and the job-related course? Yes _____ No _____ . Give details:

22. In an effort to help us improve the CVEP Program for future students, please feel free to make suggestions. (If additional space is needed, use the reverse side.)

DATE: _____ SIGNATURE: _____

HAWAII COMMUNITY COLLEGE
UNIVERSITY OF HAWAII AT HILO

Cooperative Education

WORK REPORT: DUE AT THE END OF THE SEMESTER

Other than a job description, information as the following might be considered.

1. An observation as to how your participation in your job fitted into the overall activities of the department or organization.
2. General impressions of the employer which have registered with you.
3. As a result of your experience, have your career objectives been affected in any way?
4. Do you feel that you have gained in human relations values and in cooperating with others to attain mutual objectives?
5. Have you gained a realistic view of the work-a-day world and what it is to hold down a job?
6. Did your work experience make clearer any material which you have studied in college?
7. Did you gain any self-confidence in seeking and successfully carrying out a job?
8. Were you able to gain any insight into the methods and problems of management?
9. Were you able to benefit by association with older and more mature individuals while working?
10. Other comments or recommendations.

TERM PAPER DUE BY_____

_____

Tom T. Yamane, Coordinator

APPENDIX E
CERTIFICATE OF APPRECIATION

Leeward Community College

Certificate of Appreciation

Cooperative Employer

As an expression of appreciation for services rendered to LEEWARD COMMUNITY COLLEGE, UNIVERSITY OF HAWAII, we hereby present this certificate.

Dated on this ..... Day

of ....., 19.....

.....
Provost

.....
Associate Dean, Vocational Technical Education

APPENDIX F

STATE AND FEDERAL

REGIONAL OFFICES OF THE STATE OF HAWAII DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

REGIONAL OFFICES OF THE STATE OF HAWAII
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

Administrator, Enforcement Division
Department of Labor and Industrial Relations
888 Mililani Street, Room 401
Honolulu, Hawaii 96813

Labor Law Specialist
Department of Labor and Industrial Relations
State Building
75 Aupuni Street
Hilo, Hawaii 96720

Labor Law Specialist
Department of Labor and Industrial Relations
State Building
54 South High Street
Wailuku, Maui, Hawaii 96793

Labor Law Specialist
Department of Labor and Industrial Relations
State Building
3060 Eiwa Street
Lihue, Kauai, Hawaii 96766

FEDERAL REGIONAL OFFICES OF THE STATE OF HAWAII
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

Occupational Safety & Health Administration
U.S. Department of Labor
300 Ala Moana Boulevard, Suite 5122
P.O. Box 50072
Honolulu, Hawaii 96850

Labor-Management Services Administration
U.S. Department of Labor
300 Ala Moana Boulevard, Suite 5115
Honolulu, Hawaii 96850

Employment Standards Administration
Wage and Hour Division
U.S. Department of Labor
300 Ala Moana Boulevard, Suite 5108
P.O. Box 50205
Honolulu, Hawaii 96850

APPENDIX G
GRADUATE FOLLOW-UP FORMS

Dear

Our college is conducting a follow-up study of cooperative vocational education program graduates. We are interested in obtaining information about the type of work you are doing now, types of jobs you have held, other schools and colleges you have attended, how the cooperative vocational education program has helped you, and how you feel the program could be improved.

Will you assist us by filling out and returning the enclosed questionnaire? The greater the number of responses, the greater the value of this survey. Your name will not be used in connection with your answers. The information furnished by you and other graduates of the program will be used for statistical purposes only. However, if there are any questions which you do not wish to answer, just omit them.

You can answer most of the questions very quickly by means of a check mark or a few words. However, if you have further comments or suggestions regarding the program, we would be glad to have you write them on the back of the questionnaire.

An immediate reply would be greatly appreciated.

Thank you.

Sincerely,

Enc.

COOPERATIVE VOCATIONAL EDUCATION
GRADUATE FOLLOW-UP QUESTIONNAIRE

In answer to any question, please feel free to give additional information on the back of the questionnaire.

Name _____ Female ____ Male ____

If Mrs., give maiden name _____

Address _____

Year graduated _____

What are you now doing? (Check one or more)

1. ____ Working for pay, full time
2. ____ Working for pay, part-time
3. ____ In school, full-time
4. ____ In school, part-time
5. ____ In business for self
6. ____ Housewife
7. ____ In armed forces
8. ____ Not working but looking for a job
9. ____ Not working and not looking for a job
10. ____ Other _____

Please describe three jobs you have held since leaving school. List the latest one held first:

Firm _____ Months employed ___

Kind or type of employment _____

Title/major duties _____

_____

Firm _____ Months employed ___

Kind or type of employment _____

Title/major duties _____

_____

Firm _____ Months employed ___

Kind of type of employment _____

Title/major duties _____

_____

OTHER RELATED FORMS

Please Print:

HAWAII COMMUNITY COLLEGE

Last Name | First Name | Initial | Phone Number | Age | Date of Birth | Date of Application

Address | City | Zip | Social Security No.

Marital Status: ( ) Married ( ) Single

Sex: ( ) Male ( ) Female

U.S. Citizen: ( ) Yes ( ) No

( ) Veteran
( ) Non-veteran
( ) Exempt
Draft Classification: _____

Transportation:
Auto: ( ) Yes ( ) No
Driver's lic.: ( ) Yes ( ) No

Preferred Work Area:
( ) Hilo ( ) Honokaa ( ) Kohala ( ) Kona ( ) Other _____

High School Grad.? _____ Year

College Major: _____ Currently enrolled in _____ units during Fall( ) Spring( ) Summer ( ) semester.

Best Subjects: _____ Hobbies: _____ Special Skills: _____

PAST WORK EXPERIENCE:

Company	Address	Dates of Employment	Like It? Yes	Like It? No	Duties

SENT FOR INTERVIEW:

Date	Company	Address	Type Work	Co-op Ed Yes	Co-op Ed No	Supervisor	Duties	Emp.? Yes	Emp.? No
							Comments: See reverse		

COOPERATIVE VOCATIONAL EDUCATION ROSTER

Hawaii Community College

SEMESTER _____ YEAR _____

Phone No.	Coop Number	NAME	Station	Supervisor
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

TIME SHEET

_____

Student's Name

_____

Company Name

MONTH COVERED _____

DAY	HOURS WORKED	DAY	HOURS WORKED
1	_____	16	_____
2	_____	17	_____
3	_____	18	_____
4	_____	19	_____
5	_____	20	_____
6	_____	21	_____
7	_____	22	_____
8	_____	23	_____
9	_____	24	_____
10	_____	25	_____
11	_____	26	_____
12	_____	27	_____
13	_____	28	_____
14	_____	29	_____
15	_____	30	_____
		31	_____

TOTAL HOURS WORKED _____

The above hours are a true and accurate accounting of the time I worked.

_____ _____

Student's Signature Date

_____

Supervisor's Signature

This form is due 5 days after the end of the month.

REFERENCES

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6. Tennessee, State of, *Tennessee Cooperative Coordinator's Handbook*, Tennessee State Board for Vocational Education, 1972.
7. U.S. Department of Health, Education, and Welfare, *Cooperative Vocational Education Programs*, 1973.
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18. U.S. Department of Labor, *Overtime Compensation Under the Fair Standards Act of 1938, As Amended*. Employment Standards Administration, Wage and Hour Division.
19. Wisconsin Department of Education, *Cooperative Office Occupations Program*, Bureau for Career and Manpower Development, December, 1975.
20. Wentling, Tim L. and Lawson, Tom E., *Evaluating Occupational Education and Training Programs*, Allyn and Bacon, Inc., 1975.